DOCUMENT RESUME

ED 245 639 HE 017 400

AUTHOR Neault, Liz
TITLE Programming for Learning Disabled College Students; Accommodation and Autonomy.
PUB DATE 83
NOTE 26p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Development; *College Students; *Educational Needs; Emotional Problems; Higher Education; *Interpersonal Competence; *Learning Disabilities; *Special Programs; Student College Relationship; Student Needs

ABSTRACT

The needs of learning disabled college students and goals of two specific programs designed for this population are discussed. Attention is directed to the unique academic, social, and vocational needs of the learning disabled student. Emphasis needs to be placed on the responsibility of the student to identify and communicate abilities and needs to others. Emotional problems that many learning disabled individuals experience include low self-esteem, lack of social skills, and dysfunctional sexuality related to perceptual disorder. The student may have difficulty with reading, writing, speaking, or listening. Implications for vocational counseling include the fact that the learning disabled is often less efficient, accident prone, likely to make errors, and has trouble with such tasks as making change and reading instructions. A program is described that focuses on university-wide accommodation of learning disabled students, the integration of students into the social mainstream of university life, and the preparation of students to utilize campus vocational services. Programs at Colorado State University and Southwest State University, Minnesota, are briefly described, along with perspectives of two learning disabled students. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED245639

PROGRAMMING FOR LEARNING DISABLED COLLEGE STUDENTS: ACCOMMODATION AND AUTONOMY

HE 017 400

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Liz Neault

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

By Liz Neault, M.ED.
Assistant Director
Services for the Handicapped
Northeastern University
Boston, MA 02115

Copyright 1983

TABLE OF CONTENTS

Abstract	Page 1
Needs Assessment	Page 3
Existing Program Description	Page 8
Learning Disabilities Services - The Student Perspective	Page 11
Program Design	Page 14
Summary	Page 21
Bibliography	Page 23

ABSTRACT

Federal legislation passed in the 1970's presented 35 million disabled children and adults with educational and civil rights which had previously been denied. 94.142 guaranteed an appropriate public education for children, and Section 504 of the Rehabilitation Act of 1973 ensured the right to higher education for adults. Sequentially, Section 505 prevents employment discrimination on the basis of disability.[1]

The American educational system responded with noticeable effort to the mandate on the elementary and secondary level. The increase of disabled adults in college is testimony to the fact that disabled children are moving through primary programs and, similar to their non-disabled counterparts, are identifying values, cultivating knowledge, and looking forward to the college experience.

This paper will address the question of how best to meet the needs of a particular group of disabled students; a group who present a condition which is often invisible, misunderstood, and requires more academic modifications than most other physically disabled adults.

The rights of learning disabled students to a postsecondary education are specifically guaranteed under Section 504,[2] yet very little is known about how to best accommodate this student in a college environment. A vicious cycle results at this point because, for the learning disabled student, the prospect of attempting college without a support system is terrifying.[3]

[1] Federal Register, Nondiscrimination on the Basis of Handicap (Washington, D.C., May 4, 1977), p. 22676.

[2] Ibid., p. 22678.

[3] Cordin, Barbara k, "Postsecondary Education: Where Do We Go From Here," Journal of Learning Disabilities, #5 (May, 1982).

Research into the topic has revealed that some institutions are making specific efforts to identify and meet the needs of learning disabled students. It is conceivable that a word-of-mouth effect will result in these colleges and universities being flooded with learning disabled students, resulting in a strain on what is often a fledging program of support services to all disability groups. Concurrently, the academic, social and vocational needs of the learning disabled student are unique and individual.

This paper will seek to define what those needs are, determine how they are currently being addressed, and present a comprehensive, practical program designed to meet them on the postsecondary level.

The effort is undertaken with the belief that, with the appropriate system of support services, the learning disabled student can progress through the college experience and productively and professionally enter the world of work.

NEEDS ASSESSMENT

The learning disabled college population has been the subject of minimal research; definitive data is lacking in the areas of needs identification and appropriate assessment measures.[4] The research which will appear in this section was derived from professional journals, educational bulletins, and published 1st person accounts of learning disabled adults. It is designed to present the emotional, educational, and vocational needs which are uniquely characteristic of the adult learning disabled population.

Emotional

Many learning disabled adults have been experiencing difficulty in major life areas continually, without having any idea of the reason. They ascribe their failure to 'not trying', being personally weak, crazy or stupid. These explanations can lead to a low self-image, which paralyzes a desire to improve. They are often rejected by others because they lack social skills and may have soft neurological signs which make them seem odd. Inaccurate information received through the senses can cause insecurity and lack of trust, and often produces anger at those around them.[5]

In addition, a relationship between perceptual disorders and dysfunctional sexuality was found by one author.[6] Communication signals between men and women are typically subtle, and the learning disabled person has difficulty learning the code. Reactions to physical intimacy are affected by an immature tactile system in some cases. For example, a hand brushed affectionatly along a face or having

[4] Cordini, Barbara K, "Postsecondary Education: Where Do We Go From Here?" Journal of Learning Disabilities, #5, (May, 1982).

[5] Brown, Dale, Steps to Independence for People With Learning Disabilities (Washington, DC, Closer Look, 1980).

[6] Brown, Dale, "Learning Disabilities: Unsure Social Behavior Means Insecure Sexual Relationships," Disabled USA. Date Unknown.

a back rubbed lightly can be very unpleasant sensations which cause adrenelin to flow, producing a 'fight or flight' reaction.

Dr. Millman, Director of Psychology at Psychological and Educational Services of Westchester, a private diagnostic and treatment center for children with learning and behavior problems, states "I've seen it hundreds of times. A kid tells you about the trouble he's having, and he tells you with a lot of emotional anguish, because he thinks he should be doing better. He's bought it - that if he would only try harder he would be a better kid and he'd be able to perform. So it is tremendously frustrating and tremendously anguish-producing when the child knows he's trying as hard as he can and people say he isn't. Then he begins to belive it and think of himself as a rotten kid, and in my view, that is the beginning of a vicious cycle."[7]

Self-esteem.Behavior control. Socialization. Motivation. Sexuality. It appears that many learning disabled individuals have grown to adulthood with emotional scars; disabling feelings about themselves need to be negotiated concurrently with educational and vocational goals.

Educational

The types of difficulties encountered by the learning disabled student effects his or her academic work. The student might have difficulty reading, writing, speaking or listening. Either these skills have not been learned, have been learned after heroic work, or have been learned poorly.

A visual perception impairment, for example, can make it impossible to

[7]Gilmore, C.P., "The Strange Malady Called Learning Disability," The New York Times Magazine, (March 2, 1975).

pick out one line of print from another in a book, or cause an individual to see letters or numbers reversed.

Auditory perceptual problems can cause a student to have difficulty in hearing a sound over a background noise, hearing sounds in the correct order, or telling the difference between similar sounds.

An intersensory problem can result in a student being unable to realize that the letter "D", when seen, is the same as the sound "D", when spoken.

Writing requires fine motor skills which some learning disabled students do not have.

In summation, perceptual problems often affect the student's cognitive abilities. For example, visual and auditory sequencing problems can cause difficulty thinking in an orderly, logical way. A person with this problem might tend to jump to conclusions. Or a student with visual and auditory discrimination problems may have difficulty distinguishing between two like concepts such as socialism and communism. Sometimes, short term memory is affected. This is because information must be perceived properly before it can be relearned.[8]

It is commonly acknowledged throughout the field that children with learning disabilities can learn if they are taught by methods designed to deal with their handicap. The dilemma then exists for the learning disabled adult

[8]Brown, Dale, "Counseling and Accommodating the Student With Learning Disabilities," The Handicapped Student on College Campuses (1980).

who is expected to function in an environment of lectures, extensive readings, deadlines and timed examinations which frustrate his deficiencies as opposed to challenging his knowledge. Dr. Millman succinctly points to the attitudinal barrier faced by most learning disabled students as they attempt to overcome this:

> "Everyone can understand the problems a blind person has. They don't expect the blind person to read a question and give an answer. So they will make allowances and give him his test orally or in some other way. But they do expect a student who may have a very specific handicap - a specific symbolic deficit in translating letters into words - to read a question and answer it. He seems so normal they make no allowances."[9]

One might add to Dr. Millman's point that an instructor will employ an alternate form of testing because the student has that legal right, but there is little or no restraint on the instructor's bias while grading the results of the alternative form.

Vocational

There are several factors peculiar to learning disabled adults which should be taken into consideration during the vocational counseling process. A learning disability can have the following on-the-job effects:[10]

Inefficiency - It can take a learning disabled worker longer than others to do the same task.

[9]Gilmore, C.P., "The Strange Malady Called Learning Disability," The New York Times Magazine, (March 2, 1975).

[10]Brown, Dale, Steps to Independence for People With Learning Disabilities (Washington, D.C., Closer Look, 1980).

Errors - Some learning disabled adults frequently make mistakes. The only way for them to keep from making errors is to be careful and go slowly. This may cause low productivity.

Accident Proneness - Some learning disabled adults are easily startled. Those with visual perceptual problems often bump into things.

Difficulty With Academic Skills - This includes trouble in making change, filling out order forms, reading instructions and writing memos.

Time - Some learning disabled adults have trouble being on time, either coming in late or overcompensating by coming in too early. They may have trouble meeting deadlines.

Social Skills Problems - Social skills can be equally as important as performing a job well, and are often problem areas for learning disabled adults.

EXISTING PROGRAM DESCRIPTION

In recent years, partly because of a growing recognition of legal and ethical responsibilities and partly because of open-door admissions policies, many colleges and universities are exploring issues of identification and accommodation of their learning disabled population. Only a handful of colleges, however, have structured programs of assistance. The programs which will be presented in this section represent comprehensive service systems.

Colorado State University[11]

The learning disabled program at this institution began in January of 1978. It developed out of a shared concern among faculty and student personnel staff that a number of students were not performing up to their indicated abilities in some of their classes. Approximately two years of planning was necessary in order to develop cooperative relationships among the departments and agencies which contribute services to the program and to obtain financial support to hire a coordinator for the program.

Essentially, 3 services are provided through the program: Assessment and Diagnosis, Remediation, and Advocacy.

Assessment and diagnosis are ongoing and continue as long as the student chooses to participate in the program.

[11] Ryan, Michael C., "Nature of Learning Disabilities: Identification and Programming for College Students," The Handicapped Student on College Campuses (1980).

The rationale for the ongoing process is the fact that students encounter new problems as they progress through school.

The formal assessment and diagnostic activities are obtained from a previously informal, information gathering session. Standardized assessment and diagnostic intruments are selected on the basis of the information needed to better understand a student's learning difficulty as well as to confirm or refute perceptions held by staff members and students.

Each student is given a WAIS to obtain a sampling of a wide range of abilities in observing response. Achievement tests used include the WRAT, Peabody Individual Achievement Test, Gray Oral Reading, Key Mathematics, Peabody Picture Vocabulary, Bender Gestalt, Detroit Test of Learning Aptitude, Lindanood Auditory Conceptualization Test, Goldman-Fristoe-Woodcock Test of Auditory Perception.

An individual program of remediation is designed, contingent upon the individual needs. Modules exist in the following areas: word attack, auditory descrimination, anxiety management, study skills, and mathematics.

Advocacy services include attempts to modify educational programming to eliminate built-in discrimination.

The program emphasis is academic; soical, emotional and vocational needs are not addressed through this program.

Southwest State University, Minnesota[12]

Services to learning disabled students at this institution are provided within the framework of a Communication Services model. Screening and evaluation,

[12] Leach, Marilyn, "Support Services for the Learning Disabled on a Limited Budget," The Accessible Institution of Higher Education (Boston, MA 1981).

compensatory training, remedial therapy, support groups, and augmentative services are offered through this program.

Communication is viewed as involving reception, perception, conceptualization, memory, symbolization, attention and motor control. Communication services provide assessment, remediation and modification of the learning environment based on the individual communication needs as opposed to the individual's disability. The program services all disability groups, including visual, hearing and mobility problems.

Identification of students for assessment occurs through self-referral, faculty and staff referral, and prospective student interviews. The GFW Auditory Skills Test Battery and the Woodcock-Johnson Psycho-Educational Test Battery are administered and a writing sample is obtained.

Compensatory training utilizes existing university resources such as a writing center and math lab, referral to local Adult Basic Educational Programs, and study groups.

Augmentative services include taped texts, equipment such as tape recorders, dictaphones and talking calculators are available. Students may have exams taped, essay exams proofed for spelling and syntactical errors, and may orally, or onto tape, organize their material and then type it.

A student support group meets weekly. The meetings begin with a focus such as learning strategies and continue into other areas of concern.

LEARNING DISABILITY SERVICES - THE STUDENT PERSPECTIVE

Two learning disabled college students were selected at random and asked to think about the system of support services that would meet their needs. Both students have dyslexia, and one individual has the additional handicap of being in a wheelchair. The following is a summary of their response:

Respondant A believes an active outreach program to high schools is needed to let learning disabled students know that services are available and that they are welcome at the university. Most of his fellow learning disabled students in high school assumed there would be no support in a college setting.

Students should apply under the protection of the learning disabled program to prevent their being unfairly screened out in the admissions process. Upon admittance, the student should spend part of the first year in slow-paced, introductory courses specially designed to introduce the learning disabled student to the college pace. This will also give the student the opportunity to meet other students and establish peer support.

Upon completion of the first year, the student can join the college major of his or her choice and proceed to take a reduced course load of 2-3 subjects throughout the academic career. Academic departments should willingly accommodate this, and not view it as an exception.

Specific services should include tape textbooks, readers, notetakers, copyproofers for spelling and grammar, and the option of alternative testing methods. Instructors should be notified about the specific learning styles of each learning disabled student, and attempt to reasonably accommodate them. A counselor sensitive to the emotional needs and concerns of learning disabled adults should be available.

In addition, Peer support is crucial and a student-led support group should be firmly established with weekly meetings.

In summary, an integral part of R's ideal program concerns university-wide acceptance and support of program accommodations. It is interesting to note how this is in contrast to the following student's theory about what constitutes a perfect learning disabled program:

Respondent B feels the continual access to an 2 academic aides assigned specifically to him would provide the major necessary support he would need as he progresses through college. These aides would act as readers to supplement his taped texts, provide study reinforcement and outlining assistance, and function as a grammatical editor.

As adjunct services, R cites taped tests, alternative testing modes, and allowable extensions on papers.

Once again, 2 individuals, sharing one similar disability, with 2 contrasting ideas of how best to 'make it through' college. R was concerned with his total environment, while D focused upon individual academic needs. Neither student, however, made note of vocational difficulties or counseling. It is unclear as to whether this was due to short-sightedness on the students' part, or the fact that they anticipated no difficulty in the work environment.

PROGRAM DESIGN

Section 504 of the Rehabilitation Act does not mandate the creation of new programs and activities for individuals with disabilities. It does mandate the accessibility of programs and activities that already exist and a full integration of disabled persons throughout existing programs and activities.[14]

The dilemna is, that with most disabilities, an institution is facilitating an existing ability to learn with accommodations. With the learning disabled student, the institution must accommodate a learning process. An attempt to correct or tutor the process deficiency runs the risk of attempting to correct the learning process, or disability - a function which is not the legal responsibility of an institution.

Therefore, a program design for learning disabled students must first address how far it will go in accommodating and/or improving the existing learning process. The barest minimum in accommodation will technically meet the requirements of Section 504, yet place the attainment of a college degree out of the reach of many learning disabled students who might otherwise have made it with more accommodation. On the other hand, a plush, comprehensive program, while admirable in its attempt to meet every need of the student, runs the risk of separate or different treatment of learning disabled students, isolating them from their college peers and inadequately preparing the student of the challenges of the real world of work. And practically speaking, most institutions would be unwilling to invest the financial resources necessary to adequately staff and administer such a program unless a significant financial return in terms of

[14] Federal Register, Nondiscrimination on the Basis of Handicap (Washington D.C., May 4, 1977).

dramatically increased enrollment could be insured.

The following program is designed to strike the balance between the 2 extremes, and is based upon consideration of the emotional, educational and vocational needs of the learning disabled student, includes aspects of existing programs described in the previous section, and contains recommendations of the students surveyed.

Program Goals

This program is charged with overseeing university-wide academic accommodation of learning disabled students, facilitating the integration of its participants into the social mainstream of university life, and preparing students to effectively utilize existing vocational services offered on campus.

Program Rationale And Methods

A. Overseeing Academic Accommodation

A student's ultimate success or failure in college lies within the academic arena. Institutions expect a level of functioning which allows for accommodations; the learning disabled student should be aware of his or her modality preference and processing skills, and communicate these needs to the Program Coordinator.

An individual program of academic accommodation will be initially worked out with each student, including testing methods, alternative, reading modalities, etc. The Program Coordinator and student will meet with each instructor at the beginning of each academic quarter and devise a mutually agreeable method of accommodating the student's learning style. Recommendations such as supplementing a discussion with a film, writing new vocabulary on the blackboard, a hand-out of main points, extensions or

substitutes for required papers, etc. can be presented at this time. The program coordinator will function as a resource and mediator in these meetings, equally aware of the rights of the student and the rights of the instructor as an agreement is negotiated.

Learning to organize and rehearse information, and how to recall and apply that information in the classroom, is an important study skill for a learning disabled student.[15] The Program Coordinator's familarity with the students' strenght and weakness will enable him or her to function as an advisor, coach, troubleshooter, and source of support as the student progresses through an academic program.

B. Social Mainstream Integration

The attainment of social competence is often a difficult accomplishment for some learning disabled adults. As noted earlier, isolation, soft neurological signs, language difficulties etc. all contribute to the challenge. It is my belief that a learning disabled students' glaring social deficiencies remain unaddressed at a future vocational and emotional adjustment risk. Maximizing the student's potential and ability to participate in the non-academic mainstream of university life is

15 Toule, Maxine, "Learning How To Be a Student When You Have a Learning Disability," Journal of Learning Disabilities, #2 (February, 1982).

consequently a major goal of the program.

Esther Minskoff has identified the major social weaknesses of the learning disabled student, and advocates a 4-step approach to teaching social competance.[16] Robert Berg's experience with group counseling indicated that self-discovery, the discovery of others, redefining self and reality testing were outcomes of his groups.[17]

The proposed program will contain and combine aspects of both approaches to improve the verbal and non-verbal social skills of students, concurrent with providing peer support.

Students with problems in verbal social skills will be shown how to analyze communication on the basis of the following factors: participants, setting, topic and objective, and variables such as sex, age and authority.

Students who have social perception difficulties do not identify with or recognize the meaning in other's behavior. Often, the problem is related to difficulty in understanding non-verbal communication which conveys emotions. Reading facial expressions, interpreting gestures and postures, etc. will be modeled and role-played through the group process.

An ancillary goal of this aspect of the program will be increased self esteem and behavior control achieved through the unique support that

[16] Minskoff, Esther. "Training Learning Disabled Students to Cope With the Everyday World," Academic Therapy, #3 (January, 1982).

[17] Berg, Robert C. "Group Counseling With the Adolescent Learning Disabled," Journal of Learning Disabilities, #5 (May, 1982).

only a group of peers who have experienced, and survived, similar difficulties, can offer.

The Program Coordinator will function as a facilitator and encourage shared leadership within the group.

C. Vocational Component

Learning Disabled adults frequently have trouble finding and keeping jobs. Because the field is so new exact statistics are hard to locate. But, according to the results of one research project involving 20 out-of-work adults, unemployment among this population is high.[18] Learning disabled adults face prejudices in getting hired, and their handicap may make the mechanics of many types of work difficult for them.

Inasmuch as it is the responsibility of the college-level learning disabled student to be aware of his or her learning style, strenghts and weaknesses, it is also their responsibility to be aware of how their disability may effect the mechanics of the interview process and certain on-the-job activities. This knowledge will enable the student to develop coping mechanisms.

A major responsibility of the Program Coordinator will be to counsel students in these areas, and assist them in identifying these issues prior to utilization of existing career counseling resources. In this way, the student will learn to accept responsibility for oneself in the world of work, and acquire the skill of appropriately communicating and sensitizing career counselors to these issues. In short, the student will learn to act as his or her own best resource and advocate.

[18] Dale, Brown, "Learning Disabled Adults Face the World of Work." Learning Disability; Not Just a Problem Children Outgrow, (Washington, D.C., President's Committee on Employment of the Handicapped, 1980).

D. Administration

A. Staffing

Initially, one full-time Program Coordinator will be hired to administer and implement the program. The major components of the position will include 1/3 counseling, 1/3 advising, and 1/3 adminstration. Should the enrollment of learning disabled students exceed 15, additional counselors will need to be utilized to pick up the case load and function in the counseling and advising areas.

A psycho-educational background in the area of learning disabilities is a necessary pre-requisite for program staff, with a minimum Master's level requirement.

Clerical work will be assigned to one full-time secretary.

B. Recruitment

It will be the responsibility of the campus department who ordinarily handles recruitment to advertise the existence of the program in an out-reach effort to learning disabled high school students.

C. Admissions

Learning disabled students will be admitted to the university under the same requirements and standards as all other students, with the major exception of SAT scores. Results of criterion-based testing as opposed to norm-based testing will be allowable as a substitute, and students will be urged to contact the Learning Disabled Program Coordinator upon acceptance of admission. In addition, students will be able to choose the option of a reduced course load program for which ever program they wish to enter.

D. Evaluation

The basis of any program evaluation is how well the nature and needs of the students match with the goals and objectives of the program.[19] This program will be assessed yearly in terms of individualization, planning, use of peer group, academic progress, and social growth. Students will be individually assessed in terms of grades, behavior, interaction with other aspects of university life, and their reaction to the program. The services of an outside consultant should be utilized for these purposes.

[19] Lieberman, Lawrence and McNeil, Donald, "Evaluation Special Education Programs," Journal of Learning Disabilities #2, (February, 1982).

SUMMARY

Postsecondary institutions have ethical and legal responsibilities to accommodate intelligent students who have moderate to severe difficulties in expressing their intelligence.

It has been my goal to identify and address the needs of the post secondary Learning Disabled student through a program which simultaneously encourages independence and autonomy. A program that did not prepare the student to meet the demands of the outside world would be remiss in its responsibility to the student. Likewise, a program which did not appropriately accommodate the difficulties encountered by the learning disabled student would be denying that individual access to a college education. This has been the challenge of the program design.

Each aspect of the program - academic, social/emotional, and vocational, places the emphsis on the responsibility of the student to identify and communicate abilities and needs to those he or she will come into contact with, including teachers, counselors, and peers. It is the responsibility of the Program Coordinator to teach and facilitate this process of self-awareness, and function as an advocate for the student and a resource to faculty and others regarding the students rights and needs.

It seems appropriate to end this research with a quote by a learning disabled advocate which addressesses the <u>benefits</u> of accommodating the Learning Disabled college student:

> Since most schools in this country expect left-hemisphere or language-

related modes of input and output, the right-hemisphere strenghts of some learning disabled individuals are not tapped. If they were, school teachers would find that a good number of disabled young persons have a special manner of looking at the world around them. They may have an excellent ability to see relationships that others may not notice. For this reason, they may be excellent, creative problem solvers. They may have excellent visual analysis and synthesis skills, giving them the gift of design. These individuals may not have great oral language, but may express themselves through their music, photography, and art. Or, they may have an excellent use of oral language, but may express themselves through their music, photography, and art. Or, they may have an excellent use of oral language making them good leaders and good business men and women.

In addition, determination to succeed, drive and motivation, are characteristics that often describe the 'learned' competencies of learning disabled persons.[20]

Learning Disabilities are truly the area of hope.

[20] Bacigalupo, Maria, "Identification and Accommodation of the College Qualified Learning Disabled Student," The Accessible Institution of Higher Education, Opportunity, Challenge and Response. (Boston, MA) 1981.

BIBLIOGRAPHY

1. Bacigalupo, Maria. "Identification and Accommodation of the College Qualified Learning Disabled Student," The Accessible Institution of Higher Education; Opportunity, Challenge and Response, Proceedings from the Fourth National Conference of the Association of Handicapped Student Service Providers, Boston, MA 1981.

2. Berg, Robert C. "Group Counseling With the Adolescent Learning Disabled," Journal of Learning Disabilities, Volume 15, #5, May, 1982.

3. Brown, Dale. Steps to Independence for People With Learning Disabilities Washington, D.C. , Closer Look, 1980.

4. _____, "Counseling and Accommodating the Student With Learning Disabilities," The Handicapped Student On College Campuses - Advocacy, Responsibility and Education. Proceedings From the Third National Conference of the Association of Handicapped Student Service Providers, Denver, Colorado, 1980.

5. _____, "Learning Disabilities: Unsure Social Behavior Means Insecure Sexual Relationships," Disabled USA. Washington, DC. Date Unknown.

6. _____, "Learning Disabled Adults Face the World of Work," Learning Disability; Not Just a Problem Children Outgrow, Washington, DC. President's Committee on Employment of the Handicapped, 1980.

7. Cordini, Barbara K. "Post Secondary Education: Where Do We Go From Here?" Journal of Learning Disabilities, Volume 15, #5, May, 1982.

8. Gilmore, C.P. "The Strange Malady Called Learning Disability," The New New York Times Magazine, March 2, 1975.

9. Leach, Marilyn. "Support Services for the Learning Disabled on a Limited Budget," The Accessible Institution of Higher Education: Opportunity, Challenge and Response. Proceedings from the Fourth National Conference, Boston, MA 1981.

10. Lieberman, Lawrence and McNeil, Donald. "Evaluating Special Education Programs," Journal of Learning Disabilities, Volume 15, #2, February 1982.

11. Minskoff, Esther. "Training Learning Disabled Students to Cope With the Everyday World," Academic Therapy, Volume 17, #3, January, 1982.

12. Ryan, Michael C. "Nature of Learning Disabilities: Identification and Programming for College Students", The Handicapped Student on College Campuses - Advocacy, Responsibility and Education. Proceedings from the Third National Conference on the Association of Handicapped Student Service Providers in Postsecondary Education, Denver, Colorado, May 1980.

13. Toule, Maxine. "Learning How To Be a Student When You Have A Learning Disability," Journal of Learning Disabilities, Volume 15, #2, February 1982.